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The report interprets data collected by the American Council on Education on freshmen at 7 University of California (UC) campuses during a fall 1966 survey of 251 colleges and universities. The 7 campuses are Davis, Berkeley, Irvine, Los Angeles, Riverside, Santa Barbara, and Santa Cruz. Students responded to questions about their backgrounds, personality traits, college aspirations, past activities, and opinions of their schools. Comparisons are made among students at the 7 campuses, between all of them and national normative groups at public and private universities, and in some instances between them and students at Stanford University. The majority of students on the UC campuses rated themselves as above average in academic ability, with the largest group making this claim coming from Santa Cruz. Four traits that received the widest range of responses with Davis students scoring lowest and Santa Cruz the highest, were liberalism, writing ability, originality, and self-confidence. A majority of all students came from Protestant homes. Students describing their religious backgrounds as Jewish or as none tended to be least anti-intellectual as groups, and fundamentalists seemed to be most anti-intellectual. The largest precentages of the first two groups were found at UCLA, Santa Cruz, Berkeley and private universities. In contrast to the public university normative group, UC students did not seem to be as interested in material success as they were in understanding and helping others who are in difficulty. (WM)

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Center for Research and Development
in Higher Education
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FRESHMEN ENTERING THE UNIVERSITY OF CALIFORNIA, FALL 1966

Interpretation of Data Collected by the
American Council on Education

by

Kathleen Mock*

NATURE OF THE DATA

During the fall of 1966, the American Council on Education collected data on entering freshmen at 251 colleges and universities across the nation. Students were asked to answer questions concerning their backgrounds, personality traits, college aspirations, and past activities, as well as their images of the schools they were entering.

The data to be discussed concern the freshmen at seven University of California campuses: Davis, Berkeley, Irvine, Los Angeles, Riverside, Santa Barbara, and Santa Cruz. Comparisons will be made among the UC campuses as well as with national normative groups of public and of private universities. As a major competitive private university in the state, Stanford will be used as a comparison in a few instances. In addition, I will draw upon relevant information from the Center for Research and Development in Higher Education, on the Berkeley campus.

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*The author wishes to acknowledge the assistance of Paul Heist in the preparation of this paper, presented at the University of California Deans Conference, May 1967.

LIMITATIONS IN INTERPRETATION

The percentage of the various entering classes from which data were collected varies from campus to campus, ranging from 97 per cent of the Santa Cruz freshmen down to 59 per cent at Davis. The other percentages are: Riverside - 92 per cent, Irvine - 89 per cent, Santa Barbara - 85 per cent, Los Angeles - 66 per cent, and Berkeley - 62 per cent. Differences among campuses or comparisons with the normative group may not be statistically reliable, for these are based on differences in percentages of samples.

A second limitation to be noted in comparing the UC data with the norm groups involves the sex distribution. The percentage of males in the UC groups tested ranges from 40 per cent to 51 per cent, while the combined public-private norm group contains 58 per cent males.

A further caution should be observed in drawing implications from data. At Berkeley, a great number of the students tested appear to have been from the College of Letters and Science. Similar limitations are no doubt true for the other campuses involved.

STUDENT TRAITS

Self-Description

The students rated themselves on a number of traits according to how they thought they compared to the average student of the same age. The majority of students on each of the UC campuses rated themselves as above average, or in the top 10 per cent of students their age, on the following traits: academic ability, drive to achieve, intellectual self-confidence, mathematical ability, cheerfulness, and understanding of others.

On the whole, their self-perceptions of academic ability are realistic in that these students have achieved well in the past. They have good reason to be self-confident in that the percentage of the samples who had grade averages of A in high school well exceed the public university norm, and compare with that for private universities. It is definitely below the percentage of such people entering Stanford.

In addition to those traits already mentioned, close to a majority at Berkeley claimed leadership ability, and at Davis, originality. Los Angeles, Irvine, and Santa Cruz students claimed writing ability, and Santa Cruz students endorsed liberalism.

Comparisons with Other Universities

Table 1 compares the California students with the national norms. Shown are only those traits where the norms fall within the range of the highest and lowest UC campus percentage; that is, where any one campus percentage is lower or higher than that of either norm group. An equal or higher percentage of UC students on each campus, compared to the norm groups, rated themselves above average in most of the characteristics which would seem to have the greatest relevance to success in college. These are listed on the bottom of table 1: academic ability, artistic ability, the drive to achieve, mechanical ability, originality, writing ability, and intellectual self-confidence.

However, greater percentages of Stanford students describe themselves as being above average in the drive to achieve, leadership ability, speaking ability, and mathematical ability. Santa Cruz is the only UC campus comparable to Stanford on ratings of originality, writing ability, and intellectual self-confidence. Interestingly, larger percentages of

Stanford students also rate themselves as above average on general popularity, athletic ability, and political conservatism.

These comparisons remind us that although UC admission requirements, as outlined by the state's Master Plan for Higher Education, guarantee that the student body shall be drawn from the top 12½ per cent of the graduating high school seniors, the procedure does not guarantee that institutions, such as Stanford, won't skim off the very top.[1] And indeed, in their descriptions, the UC students portray themselves as less of an elite than do Stanford students.

Intercampus Differences

Examining intercampus differences, it is noteworthy that on each of the earlier mentioned characteristics on which a majority of any class claimed to be above average (except cheerfulness and the drive to achieve), the largest percentage making this claim was at Santa Cruz. Santa Cruz students also led students on the other campuses on percentages who claimed artistic ability and defensiveness.

The four traits which showed the most heterogeneity among the campuses were liberalism, with a range from 60 per cent at Santa Cruz to 28 per cent at Davis; writing ability (Santa Cruz - 68 per cent, Davis - 41 per cent), originality (Santa Cruz - 73 per cent, Davis - 50 per cent), and intellectual self-confidence (Santa Cruz - 74 per cent, Davis - 54 per cent).

In the whole configuration of scores on these traits, Davis students seem to present a picture of themselves as lacking the linguistic skills and general sociability which contribute to an ease in handling personal

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[1] Master Plan for Higher Education in California - 1960-1975. Sacramento: California State Department of Education, 1960.

interactions. Compared to the other UC campuses, smaller percentages of Davis students rate themselves as above average on general popularity, popularity with the opposite sex, speaking and writing ability, and social self-confidence. Also, Davis has the lowest percentage of the UC campuses in claiming an above average understanding of others.

Turning to data from the Center from the previous year's entering class, Davis students scored at the mean for college students on a measure of social extroversion and did not differentiate themselves from Santa Barbara or Los Angeles students in this regard. They did, however, score lower than those two campuses on a measure of impulse expression, a trait which probably facilitates some kinds of social interaction.[2] Also, from interviews with a selected sample of first-year males on the Davis campus, it was one interviewer's impression that socializing was much more of a secondary consideration than was true at the other two campuses, and that many of these young men were not very mature socially.

OBJECTIVES AND ASPIRATIONS

When asked to rate a list of objectives according to which items were either very important or essential to achieve, the majority of students at each UC campus plus the two norm groups endorsed becoming an authority on a special subject in their subject matter field, and helping others who are in difficulty. All but the Davis group also chose keeping up to date with political affairs.

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[2]Measures taken from three scales on the Omnibus Personality Inventory (an instrument developed by Paul Heist and George Yonge of the Center for the Study of Higher Education).

Comparison with Other Universities

Stanford students also endorsed the objectives mentioned. In addition, a majority in the public university normative group chose being successful in a business of their own. Table 2 shows those objectives in which the UC students differ from the normative groups. The UC students are less oriented toward economic matters--less concerned with being an expert in finance, administratively responsible, or successful in their own businesses. Also, fewer of them feel that becoming a community leader is very important. They, perhaps, place less importance on material success, in that more of them are interested in participating in organizations, such as the Peace Corps or Vista, and creating works of art.

Intercampus Comparisons

The biggest differences among UC campuses are seen in these items: writing original works (ranging from 37 per cent of Santa Cruz students who consider it essential or very important to 14 per cent at Davis), being very well of financially (Los Angeles 46 per cent, Santa Cruz 24 per cent), being successful in a business of their own (Los Angeles 45 per cent, Santa Cruz 23 per cent), and keeping up to date with political affairs (Santa Cruz 69 per cent, Davis 49 per cent).

Relevance of Intellectual Orientation

When studying goals or aspirations held by college students, it is important to recognize the diversity of mankind present on campuses such as those in the California system. It's not enough to look at averages or percentages which represent the whole campus. This was well illustrated by the 1965 entering freshmen at Davis, Los Angeles, and Santa Barbara. These students were asked to rate various goals or objectives according to the

importance of the goals to them personally. These particular goals were assumed to be relevant to various kinds of learning within the college environment. It was found that grouping the samples according to their placement on a dimension called Intellectual Disposition revealed a fuller story.[3] While those scoring low on this dimension subscribed to quite narrow goals, showing interest mainly in the course work surrounding their major fields, the high scorers had much broader interests. These included individual study or research, furthering an appreciation of cultural and esthetic heritage, having the opportunity to be exposed to the best thinking of the ages, and being challenged to critically reexamine basic beliefs.

Figure 1 and table 3 illustrate these results. In figure 1, each bar represents the range of the percentages endorsing the goal at each school. There are three bars shown for each goal, representing high, medium, and low scorers on the Intellectual Disposition measure. For instance, looking at the first goal (*further my appreciation of cultural and esthetic heritage*), it will be noted that while there are differences among the schools (43 per cent at UCSB to 59 per cent at UCLA), these school differences are not nearly as large as are the differences among the three Intellectual Disposition categories.

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[3]This dimension is measured by six scales on the Omnibus Personality Inventory. High scorers are described as possessing dispositions toward abstract, original, and reflective thinking, toward novel and complex experiences, and toward a generally nonauthoritarian style of life. Low scorers are more likely to be dominated by objective conditions, tend to evaluate ideas or facts on the basis of their practical, immediate application, seek simple and unambiguous experiences, and generally possess authoritarian styles of thinking.

PERCEPTIONS OF THE CAMPUSES

A majority of students on each UC campus, as well as in the comparison groups, see their campuses as having students of a very high academic caliber, and as institutions which build poise and maturity. Except for students at Irvine and Santa Cruz, high percentages in all groups think there is much pressure on the students to obtain high grades, and all but Santa Cruz students feel that competition for grades is keen. Majorities at all campuses except Santa Barbara describe their campuses as "political."

Figure 2 gives a brief sketch for each campus and for the nine groups of the traits the students use to describe themselves, their objectives, and the images they have of the campuses. Besides the qualities already mentioned, majorities of Berkeley, Los Angeles, and Riverside students describe the campuses they are entering as intellectual and liberal. As might be predicted, Los Angeles and Berkeley students assume that most students are like "numbers in a book." The Los Angeles students further state that when first arriving at the campus, they felt "lost." In contrast to this IBM feeling, Riverside students expect that classes will be run in a very informal manner, and describe the atmosphere as warm. Most students entering private universities also see their campuses as warm and informal.

Santa Cruz students share the small-campus image of warmth and informal classes with Santa Barbara and Davis, and the established university's academic reputation with Irvine. In addition, Santa Cruz is seen by its students as liberal.

Santa Barbara is the only campus to share with public universities the dubious honor of being described as social.

It is of interest to ask where the students obtain their ideas about

the campus, and therefore we note the images actually evoked vividly. On the first probe, it is noteworthy that the Irvine campus was described as [illegible] campus where one is herded like a number in a book and as [illegible] computerized process with computers studying. If the interesting students probed up their reactions about the campus simply from the mass media, they would seem to do so unconsciously; nothing at least from the time of the Free Speech Movement at Berkeley. The press has supplied information on the objectionable [illegible] multiversity situation, but many more students would also have to believe that the IC students are not [illegible] students perceive. Perhaps this suggests that our young people are more sophisticated than we are aware.

Students were asked on the ACE questionnaire the source through which the college first came to their attention. Since the problems may vary from campus to campus, it is likely that the students were interpreting "college" to mean their particular campus. The questionnaire provided five choices plus "other" and "cannot recall." Apparently the five choices were not sufficient because one-fifth to a quarter of the students on each campus needed to use the "other" category. The choices given were relative, friend, high school counselor or teacher, professional counseling or college placement service, and this college or a representative from this college. Berkeley and Los Angeles would seem to be the campuses most in the public consciousness in that large segments of their student bodies cannot recall first hearing about the college--presumably information on these campuses has been common knowledge for some time. Also, a number of students at Berkeley and Los Angeles have relatives who steered them to the colleges--perhaps many of these relatives are alumni.

Santa Barbara and Davis have the next largest percentages of students not remembering how they first heard about their campuses, plus a number who first heard from relatives, and another sizable group with friends who brought the campuses to their attention. For Irvine and Riverside, the first contacts listed are more spread out across the possibilities of relatives, friends, high school counselors, or not recalling. Santa Cruz students mostly learned from relatives or friends, with a smaller group not recalling. Riverside has the smallest percentage not recalling, possibly indicating that it is less in the public awareness than are the other campuses mentioned. Probably because of their newness and distinctiveness, Irvine and Santa Cruz appear to be more in the public consciousness than Riverside.

As members of a university we are probably more concerned with how our students pick up <u>most</u> of their information, rather than how the campus <u>first</u> came to their attention. Since UC has a number of campuses, we owe it to our students to see that information is readily available to our applicants on the <u>differences</u> among campuses. This is especially important for that large group of high-achieving high school students who, lacking the tuition for one of the private colleges, will almost automatically go to UC. While differences can be pointed out between UC as a whole and various norm groups of universities, the smaller differences within the system are really more important to this group of students. No doubt we will still have students on the UC campuses who would be better off in an entirely different system, but at least we can avoid those mistakes which result from lack of information.

Of course this consideration points up the conflict for some campuses

between what they are and what they want to be. It's understandable that an administration, in attempting to change a campus image to attract a different kind of student, is tempted to play down some aspects of the campus. But unless there is some basis in reality for the features the school is promoting, it is open to question whether it is ethical to entice a student into a situation which is really not what one has claimed.

Santa Barbara, of course, is a good example of a school with a less-than-desirable image, from some viewpoints at least, of a surfing-party school. There does seem to be more diversity on this campus presently, and the recent Letters and Science Scholars Program makes it much easier for a bright, intellectual, nonsocial student to find a meaningful college experience at UCSB. Davis is another campus currently attracting a more diverse student body. On these campuses, striving for even more diversity will tend to reduce the problem of misplaced students within the UC system. If some of the newer, small campuses intend to be distinctive, they have even more of a responsibility to make known what they do and what they do not represent.

ETHNIC DIVERSITY

Racial Composition

Berkeley is the most racially diverse of the UC campuses, and is also more so than Stanford or the normative groups. Eighty-two per cent of the entering freshmen are Caucasian, 15 per cent Oriental, and 2 per cent Negro. While the campus as a whole is more diverse than the other groups mentioned, the percentage of Negroes is the same as for the norm groups, but much less than the percentage of Negroes in the population. Before anyone says, Yes, but how many can meet our steep admissions requirements, let me point out

that Stanford has managed to find 3 per cent for its entering class--more than the most racially diverse of the UC campuses. When we turn to Irvine and Santa Cruz, less than 1 per cent of the freshmen are Negro. Santa Cruz appears to have the least racial diversity of the UC campuses, with 98 per cent Caucasian, 1 per cent Oriental, and 1 per cent classified as other.

Religious Composition

Students were asked to state the religious background of their homes. At least a majority came from Protestant backgrounds: Davis (64 per cent), Riverside (60 per cent), Santa Barbara (59 per cent), Irvine (56 per cent), Santa Cruz (51 per cent), and public universities nationally (62 per cent). Stanford had a larger percentage (66 per cent) with this background than any of the groups being considered.

Data from the Center has shown that religious groups can be differentiated on an anti-intellectual dimension on the Omnibus Personality Inventory. Persons describing their religious background as Jewish or as none tend to be least anti-intellectual as groups, and fundamentalists tend to be most anti-intellectual. We examined the UC campuses on this basis. The campuses with the largest percentages of these two groups are Los Angeles (36 per cent), Santa Cruz (30 per cent), Berkeley (29 per cent), and private universities in general (20 per cent). These three campuses, plus Riverside, are in fact seen by their students as intellectual and liberal. Public universities have a low of 8 per cent of Jewish and nonreligious groups, and the other UC campuses and Stanford range from 13 per cent to 16 per cent.

The students were also asked their own religious preferences. The outstanding fact there is the extent of decrease in percentages for students

who professed a religion in some categories as compared to their stated families' religion. The largest decreases in students professing religion are in the Protestant category, with Santa Cruz, Berkeley, and Santa Barbara losing the most students from the religious category of their parents (15 per cent to 16 per cent less than for family), and Los Angeles and Irvine the least (5 per cent to 6 per cent less). These last two are comparable with the norm groups (5 per cent to 7 per cent less).

The largest <u>increase</u> in student categories over the parental categories is in the no-religion group, with Berkeley, Santa Cruz, and Santa Barbara gaining the largest percentages (14 per cent to 19 per cent more than for family), and public universities gaining least (5 per cent more). These changes seem to be associated with a professed interest in the humanities and theoretical sciences, and also with the professed liberalism on these campuses.

Table 1

Comparison of Differences[1] between the University of California and Other Universities on Self-Ratings of Above Average Traits by Entering Freshmen, Fall 1966.[2]

ITEM	RANGE OF UC PERCENTAGES[3]	PUBLIC UNIVERSITIES' PERCENTAGES	PRIVATE UNIVERSITIES' PERCENTAGES
Cheerfulness	51-60%	54%	54%
Defensiveness	25-34	28	28
Conservatism	14-29	17	19
Popularity (general)	35-47	35	40
Popularity with the opposite sex	27-40	31	35
Social self-confidence	29-41	31	36
Stubbornness	39-45	38	41
Math ability	51-66	42	52
Speaking ability	29-44	25	32

1 Only those comparisons in which one or more UC campuses have percentages below one of the comparison groups are shown. The lowest UC campus percentage was equal to or greater than the comparison groups on the following traits: academic ability, artistic ability, drive to achieve, mechanical ability, originality, writing ability, intellectual self-confidence, athletic ability, leadership ability, liberalism, sensitivity to criticism, and understanding of others.

2 Taken from data collected by the American Council on Education.

3 Campuses included: Berkeley, Los Angeles, Santa Barbara, Davis, Irvine, Riverside, and Santa Cruz.

Table 2

Objectives Considered Very Important or Essential To Achieve by University of California[1] Entering Freshmen, Fall 1966[2]

OBJECTIVES	UC RANGE OF PERCENTAGES	PUBLIC UNIVERSITIES	PRIVATE UNIVERSITIES
	UC Percentages Higher than Norms		
Participation in an organization such as the Peace Corps or Vista	24-41%	19%	21%
Create works of art	17-28	15	17
	UC Percentages Lower than Norms		
Succeed in my own business	23-45	54	48
Become a community leader	16-24	27	30
Be administratively responsible	13-26	29	30
Become an outstanding athlete	6-11	12	13
Be an expert in finance	5-12	14	14

[1]Campuses included are Berkeley, Los Angeles, Davis, Santa Barbara, Irvine, Riverside, Santa Cruz.
[2]From data supplied by the American Council on Education.

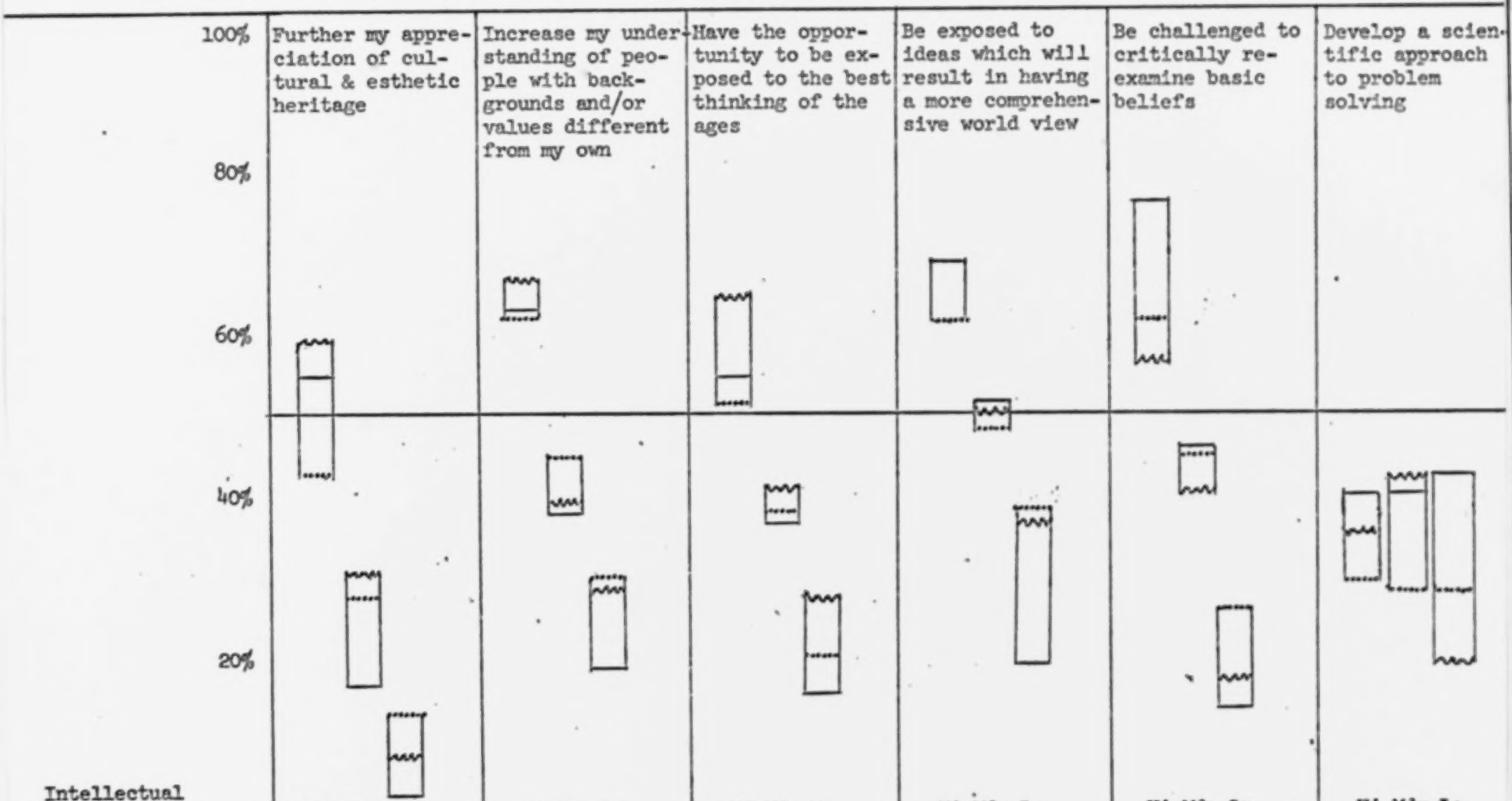
Table 3

Percentages of Freshmen at Three University of California Campuses Who Responded That the Activities Shown Were Very Important for Personal Satisfaction While at College, by High and Low Intellectual Dispositions

	HIGH INTELLECTUAL DISPOSITION						LOW INTELLECTUAL DISPOSITION					
	UCD		UCLA		UCSB		UCD		UCLA		UCSB	
	M	F	M	F	M	F	M	F	M	F	M	F
Self-discovery, self-insight	76%	97%	77%	87%	82%	93%	32%	77%	38%	71%	45%	66%
Individual, artistic, or literary work	41	59	33	58	37	59	0	10	4	9	7	4
"Bull-sessions" with fellow students	52	48	26	35	27	41	20	33	13	15	10	28
Getting acquainted with faculty members	14	21	15	24	20	27	7	15	4	6	10	15
Individual study or research	52	62	62	65	59	73	32	25	34	29	29	25
Course work in general	41	41	42	31	24	27	34	46	32	43	25	44
Course work in major	76	72	70	84	63	80	88	79	85	81	78	89
Parties, social life	7	10	8	13	6	12	15	25	19	29	21	16
Athletics	3	10	9	5	4	2	5	8	23	12	12	9
Student government	3	7	6	5	4	10	0	8	6	1	1	3

Figure 1

Percentages of Male Freshmen at Three University of California Campuses (Spring 1966) Who Said the Goals Below Were Very Important To Attain During Their College Careers, by Intellectual Disposition Categories.


100%
80%
60%
40%
20%
0%
Further my appreciation of cultural & esthetic heritage
Increase my understanding of people with backgrounds and/or values different from my own
Have the opportunity to be exposed to the best thinking of the ages
Be exposed to ideas which will result in having a more comprehensive world view
Be challenged to critically re-examine basic beliefs
Develop a scientific approach to problem solving

Intellectual Disposition	Hi	Mdm	Lo
Further my appreciation of cultural & esthetic heritage			
UCD ———	55	18	5
UCLA ~~~	59	31	9
UCSB	43	28	14
Increase my understanding of people with backgrounds and/or values different from my own			
UCD ———	62	39	20
UCLA ~~~	65	40	30
UCSB	61	45	30
Have the opportunity to be exposed to the best thinking of the ages			
UCD ———	55	37	17
UCLA ~~~	64	41	28
UCSB	51	38	22
Be exposed to ideas which will result in having a more comprehensive world view			
UCD ———	69	52	20
UCLA ~~~	67	51	38
UCSB	63	48	40
Be challenged to critically re-examine basic beliefs			
UCD ———	76	45	15
UCLA ~~~	56	41	19
UCSB	63	44	26
Develop a scientific approach to problem solving			
UCD ———	38	38	39
UCLA ~~~	35	40	19
UCSB	29	27	27

Figure 2

Brief Sketches of University of California Freshmen and National Normative Groups as Seen through Data from the American Council on Education, Fall 1966

BERKELEY

The majority of the tested Berkeley freshmen described themselves as above average (compared with the average student of the same age) in academic ability, with a drive to achieve, and as possessing intellectual self-confidence. They also rate themselves above average in math ability and originality. In the realm of personality, they ascribed to themselves cheerfulness and an understanding of others.

Objectives considered by the majority to be very important or essential include being an authority on a special subject in one's subject matter field, helping others in difficulty, and keeping up to date with political affairs. Except for Davis (on the third point), the majority of students on all the UC campuses subscribe to these goals.

The Berkeley campus is described as being liberal, intellectual, and realistic. The students are described as being of high academic caliber, and competition for grades is keen. In addition, there is much pressure to obtain good grades. While students are described as being treated as numbers in a book on this campus, the school is seen as a place which builds poise.

LOS ANGELES

As do Berkeley students, UCLA students describe themselves as having high academic ability, with a drive to achieve and as possessing intellectual self-confidence. The abilities they claim are in the areas of leadership, math, and writing. Originality also is mentioned. They see themselves as being cheerful and as possessing an understanding of others.

The majority of UCLA freshmen give the same description of their campus as that given by the Berkeley students with the addition that UCLA students describe themselves as having felt "lost" when they first arrived at the campus.

SANTA BARBARA

The students describe themselves as being above average in academic ability and having a drive to achieve. They also rate themselves above average in math and leadership abilities, originality, intellectual self-confidence, cheerfulness, and understanding of others.

The students on this campus see their peers as being of high academic caliber. Keen competition for grades is noted, as is high pressure to obtain good grades. The campus is described as being social and warm, with informal classes; it is thought to build poise.

Figure 2, continued

DAVIS

Davis students describe themselves as being above average in academic ability, the drive to achieve, and intellectual self-confidence. They claim originality, and abilities in mathematics and leadership. They believe they are above their college peers in cheerfulness and the ability to understand others.

Objectives endorsed as very important or essential by the majority of the Davis students are being an authority in one's field and being able to help others in difficulty.

The Davis students see their classmates as being of high academic caliber. They describe pressure for good grades as high and competition for grades as keen. The school is felt to be warm and realistic, and classes are thought to be informal. A majority assumes this campus builds poise.

RIVERSIDE

Riverside students describe themselves as being above average in academic ability, the drive to achieve, and intellectual self-confidence. Leadership, writing, and math abilities and originality also are mentioned, as are cheerfulness and the understanding of others.

Riverside students characterize their campus as intellectual, having high pressure to obtain good grades, and keen competition for those grades. Students are of high academic caliber, and classes are seen as informal. In addition, the campus is described as warm, realistic, liberal, and one that builds poise.

IRVINE

The students describe themselves as possessing academic ability and a drive to achieve. In addition, they mention math and writing abilities, originality, and intellectual self-confidence. They consider themselves cheerful and understanding of others. Just under a majority describe themselves as excelling their college peers in athletic ability.

Irvine is described as intellectual, realistic, with students of high academic caliber, keen competition for grades, and building poise.

SANTA CRUZ

Santa Cruz students describe themselves as above average in academic ability, as possessing a drive to achieve, and as being intellectually self-confident. They believe they possess originality and math, leadership, and writing abilities. They say they are cheerful, liberal, and understanding of others. Just under a majority describe themselves as being above average in their sensitivity to criticism.

Santa Cruz is described as intellectual and as having students of high academic caliber. Classes are described as informal and the campus as warm, liberal, realistic, and as an institution that builds poise.

Figure 2, continued

PUBLIC UNIVERSITIES

The majority of students in public universities describe themselves as being above average, when compared to the average student of the same age, in academic ability and the drive to achieve. Also, they see themselves as above their peers in cheerfulness and in understanding others.

A majority endorsed as being either very important or essential to achieve being an authority on a special subject in one's subject matter field, succeeding in one's own business, keeping politically up to date, and being able to help others in difficulty.

They describe their campuses as having students of high academic caliber, with keen competition for grades, and exerting a great deal of pressure to obtain high grades. In addition, the campuses are seen as social, realistic, and as environments which build poise.

PRIVATE UNIVERSITIES

The majority of private university students describe themselves as above average in academic ability, mathematical ability, the drive to achieve, and intellectual self-confidence. Other traits endorsed by the majority were cheerfulness and the understanding of others. Just under a majority claimed originality and leadership ability.

As with the University of California campuses (except Davis), private university students consider being an authority in their fields, keeping up to date with politics, and helping others in difficulty as very important or essential objectives.

Private university campuses are described as having informal classes, students of high academic caliber, a great deal of pressure to obtain high grades, and keen competition for the grades. The institutions are seen as warm, realistic, and environments which build poise.